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ABSTRACT

Presented are the proceedings of a conference addressing program initiatives established through Public Law 98-199, which declares that educators must provide quality programs and a continuum of services for handicapped youth through and beyond high school. Section A consists of the invited presentations that were made at the conference. In "Transition from School to Work," Richard Switzer discusses the role of vocational rehabilitation in the transition process, particularly with regard to historical development and implementation of federal initiatives. "Transition Services for Young Adults with Severe Disabilities: Professional Roles and Implications for Inservice Training," by Jane Everson et al., discusses the need for increased interagency cooperation and role definition by transition professionals and examines the implications these changing roles have on inservice training programs. Robert McDaniel, in a paper titled "School-to-Workplace: The Role of Vocational Rehabilitation," presents views on preservice implications. Section B synthesizes discussions and reactions made by conference participants on the topics of: transition-related services that should be provided by vocational rehabilitation; vocational rehabilitation's role in relationship to vocational and special education; and inservice and preservice curricular issues, including ways to facilitate collaboration. Section C briefly describes 26 personnel preparation and model transition projects. Section D provides names and addresses of conference participants. (JDD)

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National Network for Professional Development in
Vocational Special Education
Office of Career Development for Special Populations
College of Education
University of Illinois at Urbana-Champaign

ENHANCING TRANSITION FROM SCHOOL TO THE WORKPLACE FOR HANDICAPPED YOUTH: THE ROLE OF VOCATIONAL REHABILITATION

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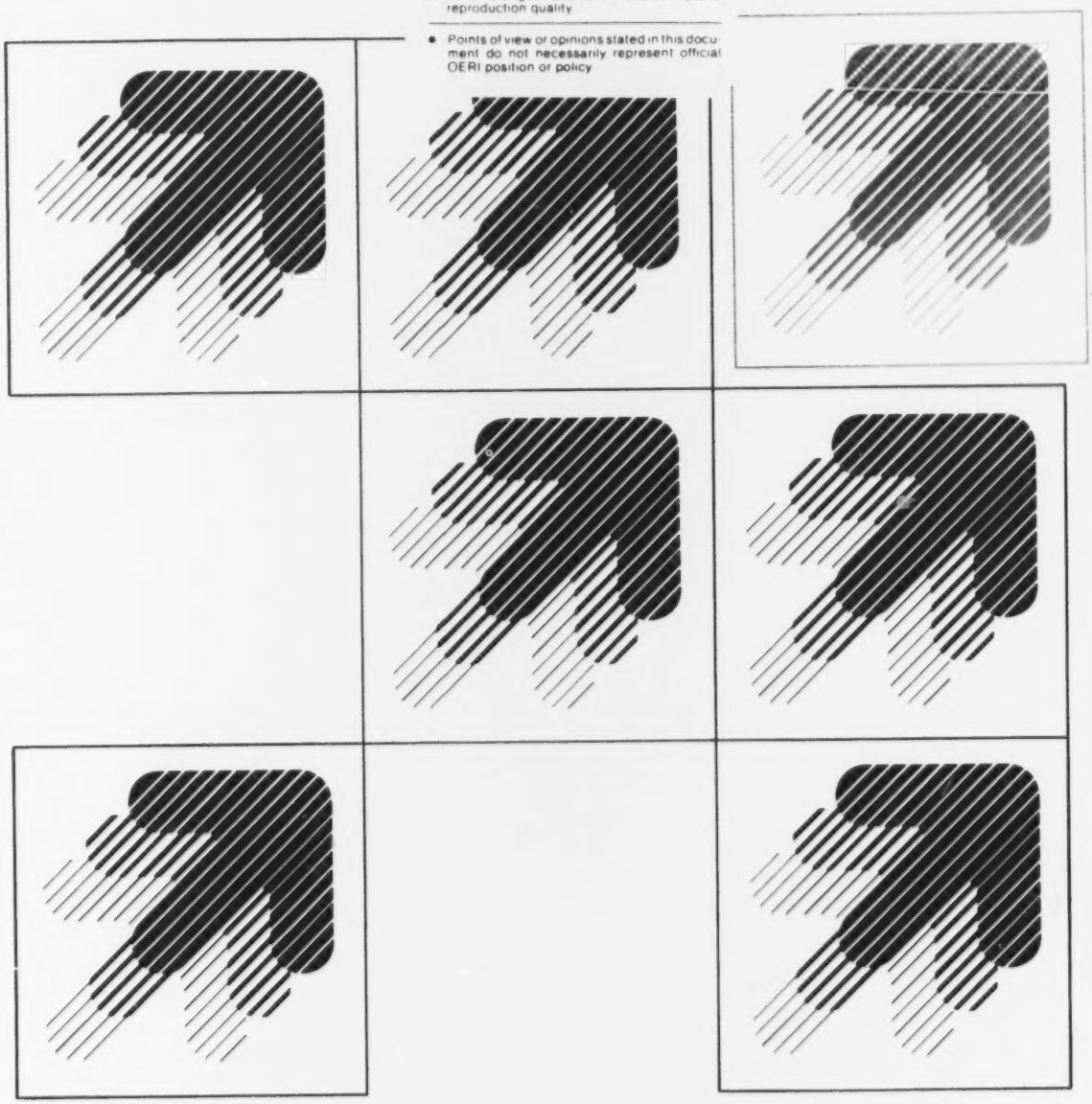

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Conference Proceedings from:

"ENHANCING TRANSITION FROM SCHOOL TO THE WORKPLACE FOR HANDICAPPED YOUTH: THE ROLE OF VOCATIONAL REHABILITATION"

Des Moines, Iowa
October 2-3, 1985

Edited by
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and
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INTRODUCTION

This document describes the proceedings from the fifth of a series of conferences sponsored by a federally funded project, the National Network for Professional Development in Vocational Special Education. The major objectives of the National Network Project are: (a) to train and update teacher educators regarding current and emerging trends in employment preparation for persons with handicaps, particularly as it relates to improving the transition from school to the workplace for handicapped youth, (b) to disseminate innovative personnel development models and resource materials, and (c) to facilitate collaboration among teacher educators, and state and local personnel, in the planning and delivery of personnel development programs.

The theme of the conference, which was held prior to the National Rehabilitation Association Convention in Des Moines, Iowa, October 2-3, 1985, was "Enhancing Transition from School to the Workplace: The Role of Vocational Rehabilitation." The intent of the conference was to address the program initiatives established through Public Law 98-199. This law declares that educators must provide quality programs and a continuum of services for handicapped youth through and beyond high school.

In prior conferences conducted by the National Network staff (Chadsey-Rusch & O'Leary, 1985), major speakers and conference participants discussed component features of a transition model. The transition model that seemed to provide a generic framework applicable to all handicapped youth was the model described by the Office of Special Education and Rehabilitative Services (Will, 1984). This five-component model consists of two foundation components: (a) the high school foundation and (b) the

employment foundation; and three types of transition services that form bridges between the high school and employment foundations: (c) transition without special services, (d) transition with time-related services, and (e) transition with ongoing services.

Although the number and types of individuals that will play a part in implementing transition services will be varied, three major fields will play a strong role in providing services: vocational education, special education, and vocational rehabilitation. While previous conferences have started to address the roles for vocational education (Chadsey-Rusch & O'Leary, 1985) and special education (Chadsey-Rusch & Hanley-Maxwell, 1986), the role of vocational rehabilitation had not been examined. Thus, the purposes of the Des Moines conference were twofold: (a) to describe the role of vocational rehabilitation in facilitating the transition process, and (b) to discuss the personnel preparation implications as it relates to this role.

The goal of this document is to present the proceedings and discussions from this conference. In addition, the staff from the National Network Project hope that this document stimulates networking and the exchange of resources and ideas. The addresses of the presenters and conference participants are included in this document so that readers can contact individuals with similar interests in the area of personnel preparation and transition.

Section A of this document consists of the invited presentations that were made at the conference. Richard Switzer discussed the role of vocational rehabilitation in the transition process, particularly with regard to historical development and implementation of federal initiatives. Dr. Sherril Moon discussed the inservice implications for

rehabilitation educators with regard to the transition process, and Dr. Robert McDaniel presented a paper on preservice implications.

Section B of this document is a synthesis and analysis of the discussions and reactions made by the conference participants to a series of questions regarding transition. Topics of discussion included: (a) transition-related services that should be provided by vocational rehabilitation, (b) vocational rehabilitation's role in relationship to vocational and special education, and (c) inservice and preservice curricular issues, including ways to facilitate collaboration.

Section C describes the presentations made during the exchange/dissemination sessions. Presenters were invited to discuss their personnel preparation and model demonstration transition projects. During the exchange/dissemination sessions, presentations were made concurrently in the same room. Participants had an opportunity to listen to three separate presentations, rotating to a new presentation every 20 minutes.

Section D contains the roster from the conference. Included is a listing of the participants and their addresses.

It is our intent that readers of this document will make use of the ideas and information to improve existing personnel preparation programs and to establish new programs that enhance transition activities for handicapped youth. In addition, we hope that this document will stimulate readers to share ideas, information, and resources with other individuals interested in personnel preparation and the transition process.

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SECTION A

INVITED PAPERS

TRANSITION FROM SCHOOL TO WORK

by

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Quite often, involvement with defining handicapping conditions, school programs for disabled individuals, social and psychological adjustment, and family and peer intervention is so great that the overall intent or goal of education for the disabled individual is forgotten. The basic outcome of education should be employment for the disabled individual. What is meant by employment? How is confidence built in the disabled individual so that person is able to obtain employment? These are the questions that should and must be addressed by vocational service providers, when building cooperative relationships with the business sector, to ensure a smooth transition from school to the world of work. The business community does not have a negative view with regard to hiring the disabled. On the contrary, they are ready, willing, and able to provide job opportunities for disabled individuals.

This paper will discuss constraints and facilitations for employment of disabled individuals from both historical and present day perspectives. Early vocational planning efforts, present educational programs, and attitudinal barriers are presented; and recommendations for vocational preparation and transitional services are made.

Historical Perspective of Influences on Employment Services for the Disabled

During the past twenty years, three groups have emerged as service providers to individuals with disabilities. These groups--special education, vocational rehabilitation, and occupational/vocational education--have developed their various roles through distinctly different methods. These differences have caused poorly coordinated vocational service delivery to individuals with disabilities and contributed to uncooperative attitudes among the three disciplines. The following section will briefly review the development of each of these disciplines, early vocational planning efforts, and more recent cooperative efforts designed to facilitate transition from school to work.

Special Education

Looking historically at what has happened to disabled individuals during the past twenty years can give a better understanding of what is needed today to involve the business sector in the school program and the development of linkages with occupational education and special education. For example, it is known that the development of special education was not done by the educational community but by the private sector; namely, parent pressure groups and health agencies such as United Cerebral Palsy (UCP), the Association for the Help of Retarded Children (AHRC), the Association for the Learning Disabled (ALD), and coalitions for the deaf community. In the early fifties and sixties, through the influence of "parent power," these parent pressure groups went to Congress and the state legislatures to obtain adequate school programs for disabled individuals. As a result, programs in special education were developed

throughout the country. The primary goal of these early educational programs was to develop skills in reading, writing, and arithmetic; not the development of specific vocational skills.

Vocational Rehabilitation

Simultaneously, the field of vocational rehabilitation was involved in working with disabled adults, veterans and individuals from the deaf and blind communities who were injured in adulthood, and for whom the vocational rehabilitation community was interested in finding jobs. Wherever possible, they did so. They worked with the business community explaining that hiring the disabled was good business. They also worked on attitudes, with particular regard to the placement of disabled people in the competitive employment community. However, very little communication occurred between education and vocational rehabilitation, and vocational rehabilitation programs looked distinctly different than educational programs.

Occupational/Vocational Education

A third group was comprised of the occupational or vocational educators. Aledgedly, these educators had always been involved in training students at the secondary level in building a skill toward a vocational goal and had always worked with the business sector in securing employment for the student population they were training. But, was that really true? If an individual looked at some of the advisory boards that were set up in various communities, were occupational educators actively involved? What percentage of their student populations were truly placed? Most of the statistical data would show that the percentage was extremely low. Additionally, occupational/vocational educators rarely worked with students with disabilities.

Uncooperative Efforts

Special educators, vocational educators, vocational rehabilitation people, and the business community never communicated with one another. The business sector was constantly looking for qualified individuals to provide services to them, but the four groups never managed to talk about the world of work.

The historical view will reveal that as early as the Vocational Rehabilitation Act of 1968, there was talk about cooperative efforts in building linkages between special education, occupational education, vocational rehabilitation, and the business community. An early conference, when the late Mary Switzer was Administrator of the Rehabilitation Services Administration, brought together special educators, vocational educators and those involved in vocational rehabilitation. The goal of this conference was to break down the attitudinal barriers between these groups and to get them to work cooperatively toward the overall goal of employment for the disabled. The biggest problem identified at that conference was the "turf" issue. Each of the groups wanted to protect their own area.

The intent of the Rehabilitation Act of 1973 and the Vocational Education Act of 1976 has always been toward cooperative programs but this was never implemented. Vocational rehabilitation people and coalitions for the handicapped lobbied for the Rehabilitation Act which was the bill of rights for all disabled individuals. Section 503 of this Act detailed affirmative action legislation with which private employers must comply. Section 504 was affirmative action legislation which government agencies must comply with in terms of hiring practices, placement, and upgrading of handicapped workers. In some instances, private employers had to comply

with both Section 503 and Section 504. This meant that the business sector, by law, must be involved in employment of the disabled. It was extremely important that the education sector took the leadership role in implementing this legislation.

During the development and implementation of the Rehabilitation Act and the Vocational Education Act, parent pressure groups like UCP and AHRC and Congress lobbied for the passage of the Education of All Children Act in 1975 (PL 94-142). This, in a sense, was a bill of rights for children to insure that all children would get an adequate program in the least restrictive environment. Part of this adequate program was vocational preparation.

The Vocational Rehabilitation Act, the Vocational Education Act, and the Education of All Children Act combined to provide a powerful impetus for coordinated efforts for the vocational training of disabled individuals. What was happening prior to this legislation was the vocational rehabilitation people, the occupational education people, and the special education people were working on separate and different directions towards employment. Nothing was being drawn together. However, with the enactment of PL 94-142 and the Rehabilitation Act, cooperative efforts were beginning.

Cooperative Efforts

In New York State, approximately five years ago, under the direction of the Commissioner of Education and deputy commissioners, the assistant commissioners in the areas of occupational education, special education, and vocational rehabilitation conducted a series of ten workshops throughout the state. At these workshops, representatives from the three disciplines discussed "turf" issues, the development of linkages between

the three offices, and the development of sequential programs to ensure that the overall goal for the disabled youngster would be to provide adequate preparation for employment upon graduation. Following the first series of workshops, it was decided that the next year the business community should be involved. Thus, a series of forums were conducted inviting the business sector into each of the school districts to speak about what they required in potential employees. As a result of the experience, local districts in New York State understood that they needed to begin working together to develop adequate goals toward employment for the disabled and to eliminate the barriers of "turf" so that sequential programs and linkages could be developed between the four groups. Educators concluded that they must listen to what the business community wanted when hiring the disabled. It was also understood that cooperative assessments toward a vocational goal had to be developed through a team approach with the vocational rehabilitation counselor, the occupational education educator, and the special education teacher.

Perspective of Today's Issues

An off-shoot of the cooperative efforts was that for the first time persons interested in the employment success of individuals with disabilities could identify issues related to the vocational success or failure of individuals with disabilities, barriers to full employment, and vocational preparation programs. Three critical issues were (a) the adequacy of vocational preparation programs for individuals with disabilities, (b) attitudinal barriers in the business sector, and (c) planning for coordinated transition services.

Adequacy of Educational Preparation

Businesses are willing to hire disabled persons. However, sometimes educators forget that business communities have a united purpose--to make a profit. Individuals with disabilities must be trained in the skills of the job and know how to perform the expected tasks. Are education and training programs truly preparing the disabled individual for this type of competitive employment? Do disabled individuals know about responsibility, grooming, and what to do on the job, or have they been spoiled by the educational system? Listening to the business sector will reveal the following difficulties with the disabled individuals they have hired:

1. The individual is spoiled. "He doesn't get to work on time. If he does come on time and gets a break, he doesn't return."
2. Grooming is important in certain business communities, yet the individual comes for an appointment in "jeans".
3. A disabled individual may not have some of the basic skills that other individuals on the job may have, such as simple mathematics.

The vocational rehabilitation community has already developed linkages with the business community such as Projects With Industry (PWI), industrial labor councils, and local chambers of commerce. Some businesses already involved with hiring disabled persons in New York State are: Banker's Trust; Sears, Roebuck and Company; J. C. Penney; Citibank; and Metropolitan Life Insurance. Other life insurance companies are on advisory councils advising vocational rehabilitation specialists as to what facilities are needed for the handicapped individual. In addition, New York State has recently begun working closely with the labor unions to understand what they are looking for and

what contribution disabled people can make to the labor unions. This is a comparatively new endeavor. Most vocational rehabilitation, vocational education, and special education people have limited knowledge of trade unions. Recommendations should be made for training programs to include both labor representatives and the vocational rehabilitation personnel when making referrals for placement into organized labor jobs.

These various groups reinforce the fact that for competitive employment, many disabled individuals are not prepared for the job. They often lack social skills and responsibility, as well as the technical skills necessary to get the job done. Employment and business community feedback indicates a need to change the educational curriculum and to evaluate what is needed for the disabled individual to obtain competitive or sheltered employment.

Responsibility and competitiveness are difficult to teach. They are perhaps best learned through various experiences. In looking at non-disabled individuals, it is discovered that throughout their school life they have certain activities that disabled youngsters generally do not experience--clubs like Boy Scouts, Girl Scouts and church groups, and a paper route or a part-time job. To prepare the disabled person for employment, sequential skill building programs as well as extracurricular activities must be developed as early as junior high. It is extremely important that there be business advisory councils in every community working with the occupational and special education people as well as with vocational rehabilitation to review how the curriculum reflects the needs of the business community. An appropriate comprehensive vocational education program must be available and accessible to all disabled individuals. If education of the business community is a goal, then the

business community in turn must educate the education and rehabilitation communities as to what they are looking for when they hire a disabled individual.

Attitudinal Barriers

It is often believed that 503/504 regulations will require businesses to eliminate barriers by modifying their work facilities, building ramps, and providing accessible bathroom facilities for the disabled employee. This is true: they must do this. The number one barrier, however, is attitudinal--the attitude the business community has toward the disabled person and the attitude the disabled individual has toward the business community. Education and vocational rehabilitation have come a long way in changing these attitudes. For example, New York State has discovered that many of the small businesses were afraid to hire disabled individuals. They were concerned about being taken to court on affirmative action cases of discrimination if the disabled employee got caught in future layoffs. While a great deal of work has been done to correct some of these fears and some of the 503/504 legislation interpretation problems, more work is required. However, the number one attitude to be concerned with is that of persons who advocate for the handicapped individual living in a somewhat sheltered environment throughout his school career. This must be corrected, especially in the secondary program. Disabled individuals must be treated the same as and expected to perform as well as, if not better than, the non-disabled person. The abilities, not the disabilities of that individual must be made known, as well as the potential achievement.

Coordinated Transition Services

Upon completion of secondary education, the path for further career preparation must be made smooth and must show continuity between the experiences gained in special education and the services to be provided by vocational rehabilitation. Continuity also must be maintained through coordination of the Individualized Education Plan (IEP) developed at school and the Individualized Written Rehabilitation Plan (IWRP) developed for the provision of vocational rehabilitation services. Cooperation between special education, vocational education, and vocational rehabilitation is important to have the benefit of career-oriented educational input, to access appropriate vocational or professional training programs, and to follow an educational pattern which provides sequential stages of career development.

In summary, to continue the development and establishment of better coordination between regular education, special education, vocational education and vocational rehabilitation, the following activities are necessary:

1. Planning strategies to coordinate the Individualized Education Plan (IEP) and the Individualized Written Rehabilitation Plan (IWRP) must be developed. These plans could take the form of an Individualized Career Development Plan (ICDP) and would have input from educators and rehabilitation practitioners, as well as from disabled persons and their families. Also, the desirability of including input from the local professional and business community should be explored where appropriate.

2. Coordination of career development programs with the employment community and manpower training programs should be established. This coordination may provide disabled individuals with access to a broader variety of career education programs.

3. Incentives must be created for revamping the university and college teacher education programs to include secondary special education and vocational education techniques and methods of instruction for handicapped students with special needs.

4. Incentives must be provided for the interdisciplinary training of special educators, vocational educators, and vocational rehabilitation professionals.

5. Early input from parents of disabled students must be sought.

Employment is the responsibility of the educational institution. However, the disabled student's vocational goal cannot be developed by the special education teacher or vocational education educator alone. It must be a team effort between special education, vocational education and vocational rehabilitation.

Another member of the team is the parent. Early intervention is important so that the parent truly understands what the vocational goal is. It could be competitive employment, sheltered work or some kind of supported work program. Planning must begin early. It cannot wait until the disabled person reaches age 21. The disabled person's goal can be attained only through a continuum of services.

Every disabled student, no matter what the disability, has the right to take his/her place in the community as a working, contributing member of that community. Remember, there are really no disabled people, only people.

TRANSITION SERVICES FOR YOUNG ADULTS WITH SEVERE DISABILITIES: PROFESSIONAL ROLES AND IMPLICATIONS FOR INSERVICE TRAINING

Jane M. Everson and M. Sherril Moon

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The need for systematically planned procedures to aide in the transition of young adults with severe disabilities from the auspices of the public school system to meaningful employment and adult services has been well documented in both education and rehabilitation literature (Elder, 1985; McCarthy, Everson, Inge, & Barcus, 1985; Wehman, Kregel, & Barcus, 1985; Will, 1984). As a result of nearly a decade of legally mandated special education services under the entitlements of Public Law 94-142, a growing number of individuals with disabilities are requesting employment and related services from vocational rehabilitation and other adult service agencies. These individuals, their parents, as well as the education professionals who have worked with them are often confronted with two realizations: a) unlike special education, adult services do not operate under entitlement procedures; and b) once a student leaves school, "appropriate" education does not always translate into paid employment opportunities.

Justification of Needed Services

Will (1984) has estimated that between 250,000 and 300,000 students leave special education programs each year. Elder (1985) has noted that over 60% of all special education students in the United States are of "transition age,"--between 15 and 21 years old. With an unemployment rate for individuals with disabilities approaching 50-75% (U.S. Commission on Civil Rights, 1983), it is becoming increasingly clear that education and adult service professionals need to work together to systematically help in the transition of individuals with severe disabilities into appropriate employment and independent living situations.

The federal government has reacted to this need in several ways. The Education for All Handicapped Children amendments (Public Law 98-199) authorize funds for research, training, and demonstration projects in the area of transition. Additionally, the Administration on Developmental Disabilities (ADD) under the leadership of Commissioner Jean Elder, and the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), under the direction of Assistant Secretary Madeleine Will, have issued policies calling for increased cooperation between education and adult service agencies and have outlined specific guidelines for providing services and the use of federal discretionary monies. The result has been a dramatic growth in the number of demonstration, training, and research programs; professional conferences; literature; and state and regional meetings focusing on issues related to transition.

Transition appears to be the human services buzzword of the 1980s. In midst of all the meetings, conferences, and training programs, education and rehabilitation professionals need to take the time to evaluate what is really going on in human services: Is transition merely

a passing fad, or is it really reflective of some major problems associated with the administration and service delivery of our education, rehabilitation, and developmental disability programs? The assumption of this paper is that transition is indeed a much needed service for young adults with severe disabilities which has long-term and far-reaching implications for service delivery and personnel training in the education and rehabilitation professions.

The purpose of this paper is two-fold: first, to discuss in detail the need for increased interagency cooperation and role definition by professionals involved in the transition process; and second, to discuss the implications these changing roles have on inservice training programs.

Optimal Roles of Professionals in the Transition Process

Employment is an implied outcome of American public education (Wirth, 1983). However, for the majority of young adults with severe disabilities, employment is not a reality, and in many cases it is not even an expectation. Special education is not preparing the vast majority of young adults with severe disabilities for productive work or independent living outcomes once they leave the shelter of the school programs. Rehabilitative services are in many cases merely extending the training provided by the schools under the assumption that individuals must pass through a continuum of "pre-vocational" or "work adjustment" training toward an eventual goal of employment. In many cases, persons with the more severe disabilities do not receive any type of assistance regardless of the quality. The goal of transition is to provide opportunities for meaningful employment and independent living opportunities for young adults with severe disabilities upon graduation from school. An implied goal is to avoid interruption of needed services,

duplication of services, and stagnation of training. Both of these goals require a commitment from state and local education, developmental disabilities, and rehabilitation professionals to work closely together during a student's "transition years." Figure 1 summarizes the roles of professionals in the transition process and will be described below in more detail.

Special Education Teacher

The pivotal people in the transition from school to work process are the special education teacher and the vocational rehabilitation counselor. The special education teacher has a mandated responsibility to provide "appropriate" educational services including vocational training for a student as long as he or she remains in the school system. Although appropriate education has not been defined legally, most experts in the area of education for persons with severe disabilities agree that appropriate curriculum should be defined by the following characteristics: a) instruction should be community referenced and reflect skills that are needed to function in vocational, recreational, domestic, and community settings; b) instruction should be delivered in the community rather than in the artificial confines of the traditional classroom; c) curriculum should be longitudinal in nature reflecting a systematically planned process that begins in the elementary years and culminates with employment and independent living outcomes once the student finishes the secondary years; and d) instructional planning should be an interdisciplinary process involving special education and vocational education teachers, therapists, case managers or social workers, as well as the parents and the individual students (Brown, Branston-McClean, Baumgart, Vincent, Falvey, & Schroeder, 1979; Wehman, Renzaglia, & Bates, 1985; and Wilcox & Bellamy, 1982).

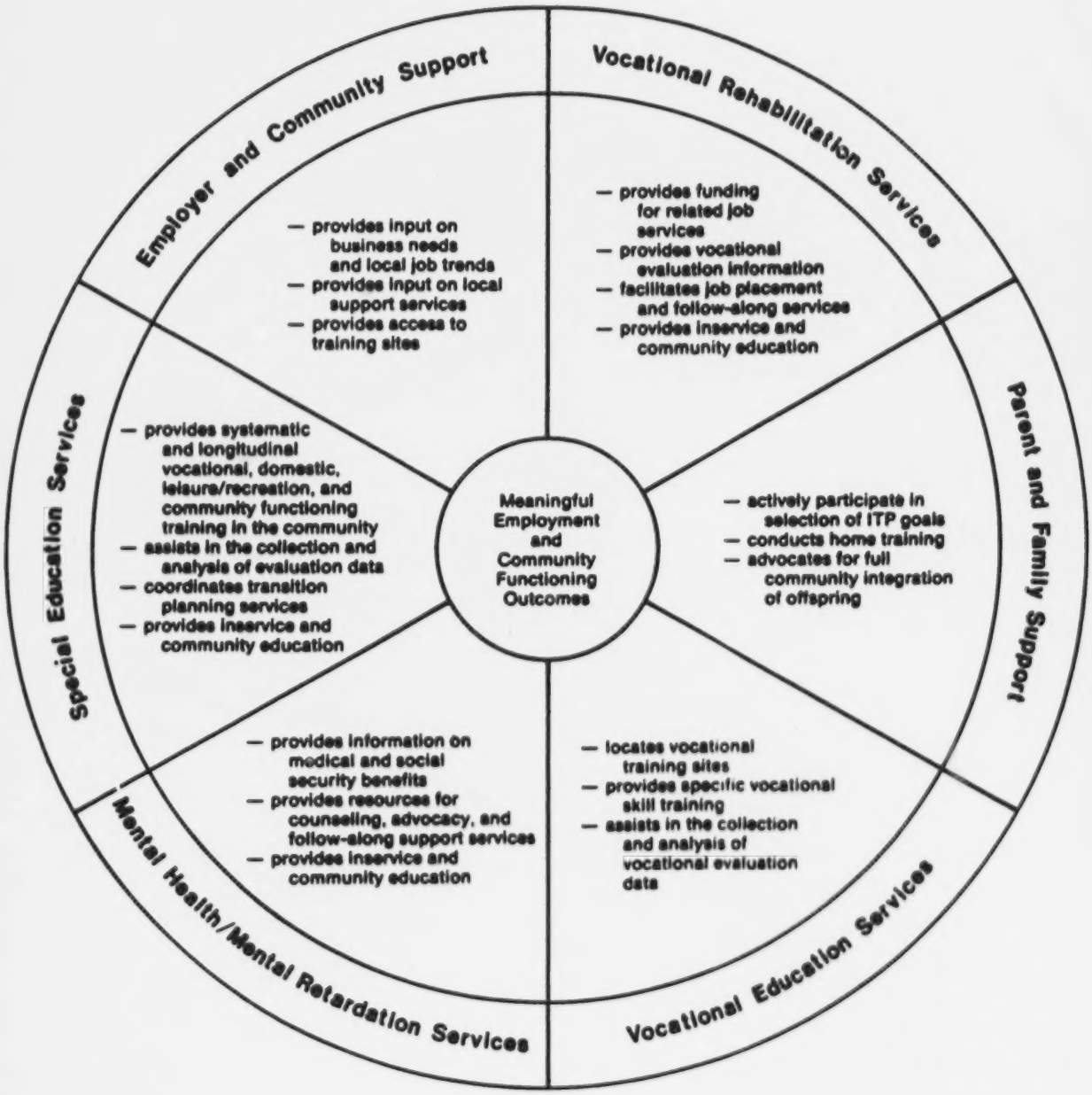
Employer and Community Support
— provides input on business needs and local job trends
— provides input on local support services
— provides access to training sites
Vocational Rehabilitation Services
— provides funding for related job services
— provides vocational evaluation information
— facilitates job placement and follow-along services
— provides inservice and community education
Parent and Family Support
— actively participate in selection of ITP goals
— conducts home training
— advocates for full community integration of offspring
Vocational Education Services
— locates vocational training sites
— provides specific vocational skill training
— assists in the collection and analysis of vocational evaluation data
Mental Health/Mental Retardation Services
— provides information on medical and social security benefits
— provides resources for counseling, advocacy, and follow-along support services
— provides inservice and community education
Special Education Services
— provides systematic and longitudinal vocational, domestic, leisure/recreation, and community functioning training in the community
— assists in the collection and analysis of evaluation data
— coordinates transition planning services
— provides inservice and community education
Meaningful Employment and Community Functioning Outcomes

Figure 1. The role of various professionals, the family, employers and other community members in the transition from school to work process.

The secondary special education teacher should assume the responsibility for focusing the vocational training process. If the student has had exposure to career awareness activities in the elementary and middle school years, the secondary school years should provide the opportunity to learn, practice, and refine actual job skills in several community-based job settings (Moon & Beale, 1984). The special education teacher will need to work in cooperation with the vocational education teacher to determine local job trends and opportunities for training in the local community. The special education teacher should collect objective, data-based evidence about the student's performance in the community to share with the vocational rehabilitation counselor and the vocational education teacher. Proof of performance will enhance the student's chances of obtaining rehabilitation agency services. Encouraging parents to plan for employment and independent living opportunities for their child with disabilities is another responsibility the special education teacher may assume.

In many schools the special education teacher will be the person who serves as the "Transition Planning Coordinator" (Pietruski, Everson, Goodwyn, & Wehman, 1985). The Transition Planning Coordinator will target all students 16 years and older (or no later than two years before the student leaves school) for transition services by identifying their IEP's as "transitional IEP's" or "Individual Transition Plans" (Pietruski et al., 1985). As soon as a student is targeted for transition services, the local department of vocational rehabilitation services should be contacted to identify a vocational rehabilitation counselor to serve as the student's counselor.

Vocational Rehabilitation Counselor

The local department of rehabilitative services will be able to provide information on the eligibility criteria for rehabilitative services. The special education teacher, parents, vocational education teacher, and the rehabilitation department will need to work together to ensure appropriate vocational assessment and interpretation of the results for the student with severe disabilities. In many states, vocational rehabilitation departments are beginning to realize that traditional assessment instruments such as the Towers, JEVS, and Valpar are not appropriate evaluations of what an individual with severe disabilities can do given systematic and behavioral training in a community setting. However, it may still fall to the special education teacher to prove that a student has the "potential to be employed." Data-based evaluations from the student's community-based job site training (especially if he or she is evaluated not only by the teacher, but also by the worksite supervisor and co-workers) may be used along with the standardized evaluations to make a more appropriate evaluation of the student's work potential.

Federal regulations such as the Rehabilitation Act of 1973 provide that vocational rehabilitation may provide any or all of the following services, if a client is deemed eligible: (a) guidance and counseling, (b) vocational evaluation, (c) medical services, (d) vocational training, (e) transportation, (f) equipment and supplies, (g) job placement services, and (h) follow-up services. Other services related to the transition process vary from state to state depending on the flexibility of state funding levels. For example, all states receiving Title I monies under the Rehabilitation Act of 1973 must provide services delineated under 15 categories to eligible individuals. When a state cannot furnish services

to all persons who apply, the state must prioritize the delivery of services to include individuals with severe disabilities. A written transition plan can assist a rehabilitation counselor in assessing the needs of a young individual and in choosing the right types of services.

During the early years of the transition process, when the student is between the ages of 16 and 20 years, the focus of transition planning services may be entirely on vocational training provided by the school in community job sites. At this time, the vocational rehabilitation counselor may play the role of a vocational consultant rather than a service provider. The counselor should attend all transitional IEP meetings and provide valuable input on eligibility criteria, scope of available services, evaluation and assessment resources, as well as a perspective on the local job market. During the student's final years of secondary school, the vocational rehabilitation counselor should be active in working with the special and vocational education teachers to identify a specific job site and request funds for training and related services.

Once a student has been placed on a rehabilitation counselor's case-load and a permanent job has been identified for him or her, the counselor can direct rehabilitation agency funds to an appropriate training program such as one providing supported work. A fee for services or vendoring arrangements can be devised so that real on-the-job training is provided rather than costly work adjustment or work evaluations typically provided in a sheltered workshop. A model for establishing a vendorship agreement through a rehabilitation agency has been provided by Hill, Hill, Wehman, Revell, Dickerson, and Nobel (1985). The special education teacher and the vocational rehabilitation counselor may provide an invaluable service to parents of younger children with severe disabilities and to hesitant

community employers by providing periodic community and school inservice programs. Many parents, special education teachers, and vocational rehabilitation counselors are constantly blaming each other for lack of services without really understanding how they can work together to improve a disabled individual's chance for successful employment. A simple sharing of information and resources--and a cooperative effort to systematically plan for services during the transition years--is an important first step.

Vocational Education Teacher

The vocational education teacher may play an important role in developing a vocational training program for students with severe disabilities at the secondary level, and in some cases, at the post-secondary level. According to the mandates of the Carl D. Perkins Vocational Education Act of 1984 (Public Law 98-524), he or she must assure that students with disabilities have equal access to vocational education services when appropriate. These services may include: (a) vocational assessment, (b) special training including the adaptation of curricula, and (c) counseling and career development services. Public Law 98-524 further maintains that 10% of a state's formula grant allotment under Part A must be used to provide vocational education to students with disabilities as an additional cost over regular vocational education expenditures.

It is the responsibility of the vocational education teacher to inform students with disabilities and their parents of the vocational opportunities available in the school one year before vocational education services are provided or by the ninth grade. The vocational education teacher may act in a consultative and direct service role in planning and

implementing vocational curricula, collecting and interpreting vocational evaluation data, providing vocational guidance to the student and family, and assisting with placement and follow-up services. Providing inservice training to school staff as well as sharing information and resources with parents and family members is an important part of planning transition services for a student with severe disabilities.

Case Management Services

Case management services provided by a human service agency such as the health department, department of mental retardation, the department of social services, or the developmental disabilities agency, may assist with transition and employment planning for young adults with severe disabilities in several ways. First of all, case management services must be tapped when analyzing the impact of employment on residential services and entitlement services such as social security and government health benefits. They may also be able to assist in funding and follow-along employment, medical, residential, advocacy, and transportation services. Case managers may play an active role in transition planning because of their knowledge of community options and resources outside of the employment focus. They may also be actively involved in providing inservice training to school staff and to staff within their own agency as well as to parents and family members.

The Developmental Disabilities Act of 1984 (Public Law 98-527) has added "employment related" activities as a new priority service for agencies administering developmental disabilities funds. Employment related activities must be a priority service by fiscal year 1987. This essentially drops non-vocational social development services as a priority (e.g., traditional work activity center programs) and means that funds can

be directed to actual job placement, training, and follow-along after training.

Parents/Family

It is often said that parents and family members are the most important elements in the transition process because they are the only people to have continuous and stable contact with the student throughout the entire transition process. However, it is not fair to pass the entire responsibility for coordinating transition efforts to parents and family members who may already be exhausted from 15 or more years of advocating for services. Parents can and should be actively involved in planning long-term goals for their adult offspring. Assistance with transportation, self-care skills, and intimate knowledge of their child's interests and needs are of crucial importance in early transition planning as well as long-term transition implementation. A recent parent survey (McDonnell, Wilcox, Boles, & Bellamy, 1985) has indicated that parents are interested in employment as a priority outcome of education with residential services becoming equally important within 10 years of the student's leaving school.

Some specific things that parents or guardians can do to enhance the transiton of their children from school to work include:

1. Making sure that vocational training is part of their child's IEP.

2. Actively supporting teachers' efforts to provide job training in a variety of jobs in community-based sites.

3. Knowing what training programs and employment options are available for the child throughout his or her school years and after graduation.

4. Seeing that the school, rehabilitation agency, and developmental disabilities agency are coordinating services and have assigned individuals as counselors and case managers before their child graduates.

5. Insisting that a transition plan that specifies employment training and job placement under designated individuals be designed three to five years prior to their child's graduation.

6. Being informed about ongoing innovative employment programs around the country.

7. Working with their child at home to promote appropriate behavior, good grooming, wise handling of money, and completion of chores and allowing him or her to be as independent as possible to explore and enjoy the community.

Community and Employers

Developing a public awareness program to encourage community members and local employers to be aware of issues related to the transition of young adults from school to work is an important step in the transition planning process (McCarthy et al., 1985). Increased public awareness can occur through several information sharing seminars where professionals, parents, employers, and community members discuss characteristics of individuals with severe disabilities, goals of transition planning, federal mandates and regulations, and current technologies and approaches (e.g., supported employment).

The use of a good marketing approach by teachers and vocational rehabilitation counselors encourages potential employers to "buy" community-based training and supported employment. Employer support is crucial in the successful development of training and job placement programs. Employers who have potential job or training sites for young

adults with severe disabilities or who have successfully employed these individuals may be asked to serve on a Business Advisory Committee. The purpose of a Business Advisory Committee is to keep educators, developmental disabilities and vocational rehabilitation professionals abreast of current job trends and technological advances so that school training programs reflect the local job market. An additional purpose is to encourage the sharing of information among a network of potential employers.

Local community members (e.g., bus drivers, shopkeepers) must also be assisted in interacting appropriately with individuals with severe disabilities. This may be accomplished through a teacher modeling appropriate interactions during community training as well as through information sharing seminars with civic groups, church groups, and professional organizations. Employer and community awareness and support requires ongoing efforts from everyone involved in the transition process but they are crucial to the successful transition of young adults with severe disabilities.

Implications for Training

It would be naive for us to assume that all the roles we have described in the preceeding pages are currently being played by professionals and parents as they begin to implement transition procedures in their own states and localities. For this reason, we have described the roles as "optimal" ones. One of the first steps a state or locality must take as they begin to plan and implement transition procedures is to define the roles and responsibilities of professionals involved in the process, and the future goals of transition efforts. The selection of topics for inservice training must be consistent with the long-term goals of transition planning.

Based on our experience in providing inservice training to professionals from special education, vocational rehabilitation, vocational education, and departments of mental health and mental retardation on issues related to transition, as well as input from other professionals and parents, we have compiled a list of competency areas which we feel should be included in inservice training programs. These competency areas are not intended to be exhaustive, and may need to be condensed or expanded according to the needs of a state or locality and the existing competencies of currently active professionals and parents.

Competency areas refer to knowledge, skills, and behaviors that professionals must have and that are believed to be associated with optimal transition outcomes for young adults with severe disabilities. Competencies can be further broken down into informational competencies (demonstrated knowledge of philosophy, terminology, concepts, and practices) and performance competencies (demonstrated expertise in assessing, developing, and implementing the informational competencies) (Horner, 1977). Inservice training programs must address the development and evaluation of both types of competencies. In many cases, the acquisition of several informational competencies will be a necessary prerequisite to the acquisition of a performance competency (Horner, 1977). The competencies targeted for inservice training are depicted in Table 1 according to their informational or performance classification.

Because of the short-term nature of inservice training, the focus must be on the presentation of practical information and the opportunity for field work (Wehman, 1984). Using guest speakers from a variety of disciplines and agencies, providing opportunities for role-playing and

Table 1

Targeted Inservice Training Competencies

Informational	Performance
1. Characteristics of individuals with severe disabilities	1. Appropriate assessment and behavioral training strategies for individuals with severe disabilities
2. Definition and terminology across disciplines and agencies	2. Strategies for implementing appropriate secondary programming for individuals with severe disabilities
3. Organization and administration of various agencies on federal, state, and local level	3. Procedures for individualizing the transition from school to work process
4. Elements of a fully implemented transition from school to work process	4. Developing, monitoring, and evaluating supported employment programs
5. Procedures for conducting needs assessments and analyses of local community vocational and residential options	5. Developing awareness and community and employer support programs
6. Components of various supported employment options	
7. Available funding sources and procedures for re-allocating existing funds to support appropriate employment options	
8. Developing parent and family support programs	
9. Incentives and disincentives of federal programs, such as social security, as they relate to employment and community living options	
10. Case management services in the transition process	

job-site visits, and incorporating team building activities are more efficient ways of developing new skills than the singular use of a lecture format for the delivery of information and theory.

Of course, all of the content areas must be validated by determining whether inservice participants who get this information can more effectively move students with severe disabilities from school to work. Inservice providers must have a systematic method for following-up participants on a regular and continuous basis.

Summary

For transition from school to meaningful work to become a reality for students with severe disabilities, professionals from a variety of disciplines, family members, and other persons from the community must assume specific responsibilities. The delineation of roles and duties should be set forth in a written format such as the IEP or individualized transition plan (ITP) which is agreed upon, signed, and updated regularly by all parties involved. This type of individualized plan should help alleviate the lack of input by key professionals and the duplication of services.

The roles of all professionals involved in the transition process will need to change as the student moves toward graduation. For example, training in a variety of job types is conducted primarily by school personnel such as special and vocational education teachers. Job placement should be facilitated jointly by school and vocational rehabilitation professionals when the student is near graduation. Follow-along services provided after graduation are funded and monitored by both rehabilitation and other adult service agencies such as Mental Health/Mental Retardation. Parents and guardians should have input throughout the process in terms of job selection and advocacy activities to promote full employment. Both parents and professionals must promote the involvement of business and positively influence the attitude of the community toward the integration of citizens with disabilities.

Because transition into real work is a new priority for nearly all professionals currently working with young people with severe disabilities, much inservice training is needed. Such inservice must involve both information and performance competencies across a variety of philosophical and practice areas.

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SCHOOL TO WORKPLACE: THE ROLE OF VOCATIONAL REHABILITATION

"Preservice Implications for Delivering Effective Transitional Services"

Robert McDaniel
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A continuing education rehabilitation trainer speaking on preservice education implications is a good example of how vocational rehabilitation's role can be redefined, and subsequent preservice education programs adjusted to accommodate current professional activities facing graduates in the rehabilitation field. The time has come to learn from one another in associated disciplines and specialties.

An educator working entirely with practicing direct service and program managers from community service agencies sees how preservice training indoctrinations contribute to some of the problems in accepting change once students leave their professional training and enter their field of employment. Implementation of effective school to work programs that include students with more severe disabilities requires faculty in higher education to move beyond the change of the individual with disabilities, to an understanding of social system and organizational level variables. Initially, this inclusion in curriculum requires endorsement and exploration into concepts not yet proven in generalized research, and probably will lead, at best, to years of social, psychological, and behavioral research.

There is a need to prepare rehabilitation professionals who have a knowledge of the characteristics of individual disabilities, as well as an understanding about a person's relationship to any environment in which she/he becomes a part. Training programs must develop skills that equip our students to be able to influence both the situation of the individual with disabilities, as well as the social systems to which their clients relate.

Additionally, practicing rehabilitation professionals, regardless of their specific role in service delivery, need to understand the politics and organizational climates of which they are a part. The effective rehabilitation worker, especially in school to work programs, need to know about multiple service delivery systems and how to manipulate them in order to improve employment outcomes.

Politics and Organizational Climates

Rehabilitation must move into training areas which are not yet empirically-based. The primary reason rehabilitation cannot wait until personnel preparation programs have followed an orderly process of research to practice is due to the momentum occurring in communities around the country. The school to work initiatives are being driven by more than the policy established by the Office of Special Education and Rehabilitative Services (Will, 1984). For example, the supported employment conferences held by the Virginia Commonwealth University and the developmental disabilities conference at Ellensburg sponsored by the Washington State Developmental Disabilities Agency are almost like religious crusades. The enthusiastic participation of parents, employers, and professionals from many different fields have led to strengthened consumer involvement. Community action is the topic here, as neighbors and local citizens are brought together to become involved in the school to work process here-to-fore protected by boundaries of professional disciplines. The PL 92-142 parents are not going to wait for the professionals to be ready for them. They want changes NOW! Professional education curriculum is going to have to include some basic and solid lessons on civics, as local citizens learn more about how public and non-profit service systems make decisions about who gets what services for what outcomes. Where

vocational rehabilitation stands in reference to these needs will largely determine what role it will have in the school to work process.

With the school to work movement, rehabilitation educators have a responsibility to observe and integrate what is happening into their training practices. Educators must be willing to listen to people who may not have all the practical solutions, but they have a drive and determination to make change occur. Because effective school to work programs will affect all individuals with disabilities, the employment training service system in many places will be dramatically revamped to the point that rehabilitation graduates will need to depend more on their creativity and logical skills than perhaps on standard professional methodologies and traditional roles. While the school to work concept isn't new, what is different today is the simultaneous involvement of so many players, each having an interest and commitment to see that this initiative produces services that won't exclude people from their right to have choices about employment. No matter how sophisticated and organized school, vocational rehabilitation, development disabilities, and other systems representatives become, the success of any school to work program rests with families and local employers. Preservice education must develop professionals who are willing to relate person-to-person, and understand that these participants of the service system are equal partners, if not the key leaders.

Multiple Service Delivery Systems

Predicting and determining the role of vocational rehabilitation in this movement is difficult because of the dynamic and often compounding intrigues created by the simultaneous and common thrust coming from special education, developmental disabilities, and vocational rehabilitation. For example, the excellent and creative work of many state vocational

rehabilitation agency personnel seems to go unnoticed, while special education and adult developmental disabilities systems are organizing and proceeding with new employment programs, leaving out state vocational rehabilitation and community vocational facilities. However, in places where vocational rehabilitation has enjoyed a close working relationship among community providers, they are actively involved in planning transitional systems. The effective vocational rehabilitation participant in transitional programming knows how to accurately assess community resources, and knows how to manipulate the vocational rehabilitation system appropriately in order to contribute in a manner that meets the local need. The skilled vocational rehabilitation worker knows how to access public school and other agencies' funds that supplement state vocational rehabilitation and community contributions in order to more efficiently provide all the services which achieve favorable employment results.

The reference to vocational rehabilitation is to the broader rehabilitation system promoted and described in the federal Rehabilitation Act of 1973. Included in "vocational rehabilitation" are state agencies serving persons with visual impairments as well as general disabilities, and community service providers linked to state vocational rehabilitation such as vocational training and employment resources, independent living centers, and other local resources. This definition gives a clue to broad curricula components that will need to be considered since many of the preservice graduates will be employed in this wide array of vocational rehabilitation organizations.

Professionals working in the vocational rehabilitation operations for years have talked about discrepancies, gaps, conflicts, and unshared

resources among local education agencies, vocational rehabilitation, and developmental disabilities, as well as other human service providers. Bringing these systems together required a shared vision introduced and propelled through the Office of Special Education and Rehabilitation Services (OSERS). Concurrently with the school to work transition initiative was the supported employment initiative. The supported work concept broadened the possibilities for state vocational rehabilitation and community vocational rehabilitation providers to be involved in transitional programs for youth with severe handicaps. The controversy and misunderstandings about this concept has widened the gap between special education and vocational rehabilitation in areas where traditional vocational rehabilitation programs had not traditionally served this population. Some state agencies saw the value and legitimacy of the supported work initiative, and began exploring ways to be a part of that approach which brings people with severe disabilities into active community participation. Although supported employment itself is not a new concept, having originated 20 years ago as part of a welfare jobs program, its use on a broader scale was brought into rehabilitation by leaders from the developmental disabilities field. It is this type of isolated practice and parallel operations that need to be consolidated, so employment professionals can be trained to explore and bring together ideas and methods from related disciplines.

The role of vocational rehabilitation in this movement will be determined both locally and at the state level. Graduates are going to need to know how they can influence their own organizations in order to have the flexibility to participate in locally arranged systems. The Michigan Life Services System project which includes vocational rehabilitation, education, and other human service agencies, is an example of the model which per-

mits local state agency staff to fit within a given community's delivery system. It is this kind of state agency structure being replicated in many states which can enhance the vocational rehabilitation role in locally driven school to work programs. The exact role of vocational rehabilitation is determined according to the level of participation of other community agencies.

New Areas for the Preparation of Vocational Rehabilitation Professionals

Coupled with knowing how to work within an agency that permits structured flexibility, rehabilitation professionals must also bring to their jobs a different attitude about their clientele. Over the past 15 years, special education has worked cooperatively with vocational rehabilitation and vocational education. Programs were planned that fit conveniently within the three separate disciplines and their respective priorities and interests. Lack of program results was attributed to the severity of disability of the client, or to some other problem that was the client's--not the programs. These kinds of professional behaviors must be eliminated if rehabilitation workers are to have a significant role in working with a majority of special education students needing assistance moving from school-life to adulthood. What courses and experiences will it take to produce professionals who are willing to exercise skills of diplomacy, negotiation, creativity and determination to truly advocate for their clientele? The answer lies with professional training that builds more awareness about potential, more about a person's relationship to his/her job, more about social attitudes regarding persons with disabilities and how to change them, more about understanding environmental influence, and more about community-level service delivery systems.

Disability Awareness

With regard to the issue of understanding more about the potential of persons with severe disabilities, rehabilitation students must realize that for many years potential was viewed only within past service delivery options. For example, it was a surprise when a person with disabilities achieved goals others assumed were beyond his/her limits; it was not the expectation that such accomplishments could occur given proper and adequate intervention. With the work of various research and training centers, it has been discovered that the problem of functioning in the community is not due entirely to the individuals with disabilities. The problem is just as much a problem with the service delivery system, the resources, and perhaps the motivation to creatively apply new technologies to do what needs to be done.

The consumer groups with physical disabilities embarrassed many of the nondisabled professionals during the 1970s by noting how little the professionals had done for them as their advocates beyond the given interests those professionals had as part of their own jobs. The same sort of claim is being levied today by parents and consumers from the developmental disabilities fields. What have educators done to produce professionals who are willing to work for full social integration of persons with all disabilities? Have educators avoided the basic need in professional curricula that addresses the fundamental question of why segregated programs were created, and why rehabilitation systems were developed with workers who perpetuate the nondisabled values and attitudes as an acceptable norm? Why haven't educators more forcefully challenged the larger issue of working with people in general to overcome their insecurities around people with disabilities?

There are tremendous myths and fears which are the roots of employment barriers and lack of community acceptance. Have educators unconsciously been teaching practices that foster charitable and lower status attitudes, rather than teaching skills which assume a moral right for integration and participation? At several recent rehabilitation events, practitioners have questioned the value of employment for persons who are more severely disabled. Pursuit of those remarks revealed attitudes about work itself, and about subjecting people with disabilities to the hardships of employment. These are people in decision-making roles throughout midAmerica. In order for vocational rehabilitation resources to actively participate in operating school to work programs, it is these kinds of value orientations which must be changed.

Dr. Joseph Campbell, Executive Director of Incentive Community Enterprises, Inc. (ICE) in Northampton, Massachusetts--a facility that has placed all of its 350 trainees and workers with disabilities into community-based jobs--has described his motivating values as being the desire to see Americans with disabilities viewed according to the same criteria as other Americans. Society cherishes its convictions about the free enterprise system where everyone is assumed to have the opportunity to contribute to society. In this country, a person's worth is largely measured by his/her ability to contribute and be self-sufficient. Dr. Campbell urges, "We must absolutely ensure that employment programs for disabled people do not appear to society as mere activity programs for the 'handicapped.' Society must see our consumers as engaged in real, meaningful work that is a part of the regular commerce of that community." Dr. Campbell sees the rehabilitation problem of most persons with disabilities as unemployment, or in some cases, under-employment. The role of vocational rehabilitation is

to create linkages between the unemployed person with disabilities and industry, recognizing that industry has the solutions to unemployment, not human service providers.

Environmental Awareness - Business and Industry

For many years, rehabilitation education programs have offered courses in occupational information and job development where the focus is learning about individual jobs. There is a need to start above this level in preparing college students for the future. Students in education and rehabilitation need to hear about current trends in America's businesses and industries that are improving the relationships between management and workers. In some ways, it might surprise the aspiring human service provider to learn of the human sensitivities considered to have business value. One reason why many well-meaning rehabilitation professionals may have the protectionist attitude towards placing people with disabilities into community jobs has to do with their own attitudes about business and industry.

A recent conversation with a rehabilitation professional with many years of experience as a vocational rehabilitation counselor and as a rehabilitation educator included the comment that business was the enemy which has kept disabled people out of jobs. This professional went on to say, "Capitalism is amoral, based on no humanitarian values. Capitalism believes that what benefits business also benefits the worker." On the other hand, he commented, "Socialism is a moral system that believes the care for the worker takes priority over the success of business." He ended by saying, "Rehabilitation has always tried to instill some moral conscience into the capitalistic workplace and has failed." It is unknown how prevalent that kind of thinking is among our practitioners and educa-

tors in rehabilitation. However, this sort of attitude will certainly not contribute to vocational rehabilitation relating as a team player with employers and other professionals basing their programs on a work ethic. Professional curriculum must try to put an end to such dichotomous thinking that separates entities that need to have interdependence for success. A skill that every professional in human service delivery must have today is a healthy understanding and appreciation for the private enterprise system in America in order to relate to its needs in the context of social policies and values.

Community-Level Service Delivery Systems

The vocational rehabilitation role in school to work programs will most likely focus predominantly on actual job development and job placement. Unlike times past, this capacity will most likely be shared by other service providers who may specialize in certain levels of disabilities or with specific types of disabilities. Vocational rehabilitation resources will be needed to plan the individual student's transition plan to adult services, which could ultimately involve minimal direct services provided through vocational rehabilitation itself. To be competent as an employment specialist, the vocational rehabilitation person must be a resource to business as well as a representative of the client. Knowledge of Affirmative Action and Office of Federal Contract Compliance programs can assist employers in satisfying government regulations that apply to hiring persons with disabilities. The ICE services in Northampton, Massachusetts, includes an "Industrial and Marketing Services Division." It is the responsibility of the staff in that division to ensure that employment and training resources provide a service to the business community. This mutual cooperation and partnership is bringing multiple opportunities for job placements to persons

who might otherwise be unemployed in that community. The positive results of many such employment service programs linking service providers with industry indicate that objectives of transitional and supported employment programs can be met through mutual participation and respect.

At a recent business advisory council meeting, two employers commented that after listening to 45 minutes of conversations with rehabilitators about politics, systems barriers, and economics, it seemed that the employers were more committed to making these new concepts work than were the rehabilitation workers. An intensive commentary from one employer of a national food chain indicated that supported employment and Projects With Industry activities provided a service to both the employer and the client. Businesses are approachable to discuss job accommodation issues when the rehabilitation professionals understood the employer's needs and circumstances. Businesses are looking for professionals who are able to problem-solve rather than run off looking for a ready-made success package. It is these kinds of skills which will enhance vocational rehabilitation's role in new program delivery services.

It is clear that the role of vocational rehabilitation in the school to work movement will be as broad or as minimal as the willingness of vocational rehabilitation resources to change. The continual propaganda that discredits existing rehabilitation systems and practices is wrong. Vocational rehabilitation hasn't marketed itself very broadly, especially among other related disciplines. What is happening is an evolutionary development where new team players have arrived with some political clout and determination which creates the impetus for change which can only be accomplished through cooperative action. However, the momentum for

change at the local level in many communities is so strong, that alternative systems will be created to fill the void caused by limited participation of any existing service provider. Unfortunately, if this occurs, there will be more fragmentation and competition for public funds.

Employer services. The employer services focus has a subtle, but major difference from traditional rehabilitation programming. Traditional programming approaches rehabilitation planning from the diagnostic information about the individual persons with disabilities. From that orientation, general employability needs have been projected, and training and job preparation towards a wider career or job goal has been constructed. While this approach has been successful for persons able to abstractly relate to career goals, it has not been viewed as successful for persons with limited employment exposure or with persons unable to transfer information well. The employer services concept approaches the planning process by starting both with diagnostic information about the person and matching this with job specifications for known available work in the community. The screening and job match process requires comparison of basic and essential data such as worker interest, communication ability, mobility skills, independence, reinforcement needs, motivation, etc. Only assessment criteria directly related to specific community work and standards are used. Assessment information identifying limitations are used to stimulate thinking to design effective training approaches or job modifications to successfully reach employment outcomes. By viewing the client as a worker in a specific environment, the training plan becomes practical, specific, and individually tailored.

The employer services orientation in school to work programs creates a need for change from traditional vocational rehabilitation services,

especially for determining vocational rehabilitation eligibility for individuals with severe handicaps that may have few transferable skills. Vocational rehabilitation cannot rely on generalized predictive data to determine employment potential. The vocational rehabilitation process will need to accommodate persons whose potential can only be determined in specific environmental situations. Rehabilitation professionals will need skills to analyze the results of services and the relevance of resources to specific needs. The vocational rehabilitation representatives will need skills that recognize other team players as having relative knowledge and information from which to make team decisions about individual circumstances.

This approach to assessment and job placement also tends to correspond with current ability testing requirements in industry. Under current regulations, functional job descriptors of essential duties stated in specific measurable terms are required. Screening tests must not limit the opportunity of persons with disabilities. Few such testing procedures in industry have produced standards or have been validated on persons with disabilities. Although the affects of modified testing are unknown, it seems logical that rehabilitation evaluations will need to incorporate some approach similar to these screening tests which is based on specific situations and local standards.

Other professional skills related to effective vocational rehabilitation participation in the school to work programs center around the basic purpose of such programs. Once there is a clear and agreed upon reason for any activity, programs can generate the primary basis for evaluating performance effectiveness. A principle purpose and value of the current transitional movement for youth leaving special education is participation in the mainstream labor force by developing competence that allows people

with disabilities to perform meaningful work and interact with the general population. It can become vocational rehabilitation's role to assure that adult services following school reach those goals. The result of employment preparation services beginning at an early age for disabled students is giving them vocational choices as they become adults. Vocational rehabilitation can have an important role in shaping early programs for handicapped children.

Transitional and supported employment. The basic tenets from which current transitional employment programs (TEP) and supported employment programs (SEP) are built have as their outcome objectives five criteria which were described in a recent Delphi process contracted by the National Institute for Handicapped Research (NIHR) to the Harold Russell Associates (1985):

1. Access to paid employment.
2. Effective training for employment.
3. Integrated work with non-disabled co-workers.
4. Service coordination and advocacy.
5. Stability to deliver support services.

The total system needed to accommodate these objectives for students with even the most severe disabilities is massive. There is a need to create new delivery models to include individuals with severe disabilities. There is also a need to restore many of the former school and vocational rehabilitation cooperative programs for the groups of individuals with less severe mental disabilities. The FAST program in Alabama is an example of attention being given to that population which has typically been underemployed. Both the Alabama program and the California's Workability program emphasize the need for employer leadership and local community program management.

As previously mentioned, the Life Services System model in Michigan is an example of how public policies can be agreed upon through documented needs of people with disabilities at a local level. Client entry requirements, client service management, and advocacy responsibilities have been coordinated among several public agencies representing employment, health, education, residential, and other domains. Preparing service providers to work within this framework is essential if vocational rehabilitation is to have a major role in community-oriented transitional programs. More specific to personnel preparation are the competencies, roles, and functions of vocational rehabilitation personnel involved in transitional and/or supported employment programs serving persons with more severe developmental disabilities. Whether or not vocational rehabilitation state agencies specifically assign counselors to transitional or supported work caseloads as California intends to do, all vocational rehabilitation personnel working with community employment services will need to know how to be a team player. The expertise and specialization that vocational rehabilitation personnel can bring to these programs is typically employment related knowledge. Correct information about Department of Labor Wage and Hour laws and employer tax benefits will be a significant contribution to the job development phase. Unfortunately, in some settings, professionals from other disciplines having no prior vocational experience have caused financial and public damage to employers by giving inaccurate information regarding wages. Vocational rehabilitation personnel can bring a special expertise that bridges the technical language and concepts practiced in disability fields and in private industry. Industrial engineering skills, such as predetermined time standards, offer a linkage between vocational evaluation and work layout and design. In

1983, the University of San Francisco brought Chris Heyde of Australia to teach rehabilitation and private industry production engineers the MODAPTS Plus technique. The net result was a better understanding of each other's abilities and a common orientation. Such knowledge can positively and pragmatically assist employers with reasonable accommodation needs, and the use of adaptive equipment.

Employment training specialist. At the September 4-5, 1985 Consensus Seminar in Washington, DC, following the Delphi study of roles, functions, and competencies of personnel in transitional and supported employment programs, there was a call for the creation of a newly defined profession. The participants at this seminar recommended the use of "employment training specialist" to replace the term "job coach." Seminar participants recommended that the employment training specialist should have professional status comparable to other traditional professional positions in rehabilitation and education. The employment training specialist is being viewed as a substitute for some other traditional support functions in employment programs (e.g., vocational evaluation, social work, counseling). The job functions include:

1. Provide on-the-job training.
2. Analyze job tasks and develop training programs.
3. Supervise trainees.
4. Use behavior management techniques.
5. Be an advocate for the client to coworkers.
6. Use of generalization and maintenance techniques.
7. Negotiate with employers.

The competencies required to perform these functions are seen as essentially:

1. Knowledge of employee's job requirements (e.g., interests, wage and hour requirements).
2. Understand employer's job requirements.
3. Ability to train effectively.
4. Interpersonal skills and good communication.
5. Knowledge of task analysis.
6. Knowledge of behavioral management.
7. Knowledge of industrial procedures.
8. Knowledge of personal and work adjustment skills.
9. Knowledge of the relationship between program needs and severity of disability.

The NIHR Delphi study recommend that the preservice preparation of employment training specialists could take the form of a specialized training program which could be added to existing programs, or could be a specialized program with state-of-the-art curricula. The Delphi participants recommended that if federal funds were used to initially fund these programs, the programs should be competitively selected using these criteria:

1. Training must be delivered in the context of exemplary services through sponsorship (co-training with another personnel preparation program) or affiliation (being a demonstration site).
2. The program must present a set of competencies which comprehensively addresses the identified objectives of TEP/SEP's.
3. The program must include a practicum experience and be competency-based.

4. Trainers in higher education must document prior experience as a TEP/SEP service provider adhering to the five objectives, or be associated with exemplary service providers.

As can be noted from this description, there is a dedicated effort underway to shift the focus for personnel preparation towards an employment services orientation.

These are exciting times in the education and rehabilitation fields. New practices are emerging from a re-arrangement and updating of familiar practices in both fields. The richness of professional heritage will bring each discipline forward as the impact of services for persons with disabilities is increased.

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SECTION B

SYNTHESIS AND ANALYSIS FROM SMALL GROUP DISCUSSION SESSIONS

SMALL GROUP DISCUSSIONS

The conference participants were asked to respond to a series of questions during two small group discussion sessions. During the first small group session, participants were asked to describe what they believed to be the primary services that vocational rehabilitation should provide to facilitate the transition from school to work for handicapped youth. Next they were asked to describe what vocational rehabilitation's role should be in relation to vocational education and special education in implementing transition services.

During the second small group session, participants were asked to discuss the coordination of transition services, special education, vocational education, or vocational rehabilitation. Participants were also asked to describe what curriculum/content areas vocational rehabilitation educators should direct their preservice and inservice efforts towards to facilitate transition. Finally, participants were asked to list methods for enhancing collaboration between vocational education, special education, and vocational rehabilitation at (a) the local level, and (b) the university level.

The comments from participants have been synthesized and are reported in summary fashion. It must be noted, however, that the responses below represent the beliefs of a small group of individuals and may not generalize to transition policies or beliefs that exist in individual communities. In addition, participants were given the freedom to list services, curriculum/content areas and strategies without explicitly defining what they meant by such terms. Thus, it is possible that the way one group defined a term (e.g., vocational evaluation) differed from the way another

group defined the same term. Also, the small groups chose to interpret "service" in the broad sense. They not only listed direct services (e.g., follow-up after job placement), but also listed indirect services (e.g., curriculum development) as types of services.

Description of Conference Participants

A total of 68 persons registered for the conference; all 68 persons were randomly assigned to 1 of 5 small groups. Demographic information revealed that more males (57%) than females (37%) attended the conference. The majority of participants were White (62%), 7% were Hispanic, 3% were black, and 28% did not respond to the question. Twenty percent of the participants had a handicapping condition. As was expected with the conference being held prior to the National Rehabilitation Association (NRA) Conference, the majority of participants were rehabilitation personnel (66%), followed by other (21%), special education (14%), and vocational education (7%). Most participants (28%) had over 16 years experience in the area of vocational services for individuals with handicaps. Twenty-one percent of the participants had six to ten years experience. Another 21% was represented by 0 to 2 years experience, while 14% had three to five years of experience, and 10% had 11 to 15 years experience. A fairly well represented mixture of professionals attended the conference: 21% were university personnel, 21% were counselors, 10% were vocational evaluators, 7% were state education agency (SEA) administrators, 2% were SEA supervisors and coordinators, 2% were local education agency (LEA) supervisors and coordinators, 2% were parents or advocates, and 45% were other. (Some individuals categorized themselves in more than one category.)

Vocational Rehabilitation and its Relationship To Vocational and Special Education in the Transition Process

This section describes the primary services that the conference participants believed vocational rehabilitation should be providing to implement transition from school to work for students with handicaps. These services are discussed as they pertain to vocational rehabilitation only, as they pertain to vocational rehabilitation in relation to vocational education, and discussed in relationship to vocational rehabilitation and special education. The unique services pertinent to each profession and the overlap in services that were found to exist will be presented and discussed.

Vocational Rehabilitation

The discussion of services that should be provided by vocational rehabilitation to enhance the transition process ranged from the provision for direct services through the coordination of services. Small group participants believed that vocational rehabilitation should provide vocational evaluation, placement and follow-up services, guidance and counseling, public education and inservice to related personnel, input into the Individualized Education Program (IEP)/Individualized Written Rehabilitation Program (IWRP) and vocational curriculum development, vocational training, job development, and coordination and case management of services. Additionally, participants felt vocational rehabilitation should act as a service broker both in locating and procurring services for youth with handicaps.

Direct services. Vocational evaluation is one of the direct services that participants thought should be provided by vocational rehabilitation (especially if it is not provided in schools). Extended evaluation of up to 18 months should be started as early as age 16. Following evaluation, vocational rehabilitation and the schools should establish appropriate training programs with the outcome being placement on a job. Vocational rehabilitation should provide job placement and follow-up services. Job placement and follow-up services were described as including job analysis, placement, and the provision of follow-up information and services where necessary.

Case management/coordination. Participants felt that vocational rehabilitation should serve a variety of coordination/case management roles that included the purchase of other services (e.g., other employment options) and assistance (e.g., devices, tools and equipment, transportation, attendants/aids, work adjustment, rehabilitation engineering consultation, other job modifications). Additionally, participants felt that it was the responsibility of vocational rehabilitation to identify local, regional, and state services, and act as a referral agent to those services when appropriate.

Public education and inservice. In the school setting, vocational rehabilitation personnel can serve as vocational counselors or guidance personnel. Within the counseling role, and as a member of the transitional team, vocational rehabilitators can provide information to students, parents, and schools on a variety of topics, including, but not limited to, local labor market information, vocational rehabilitation's roles for the various individuals it serves, incentives for employment, advocacy issues in the community, realities of employment and the world of work,

and community education and public awareness. Additionally, as part of the transition team, this individual should be involved in the development of goals and service options that best serve the student. Finally, participants felt that vocational rehabilitation could assist in the development of the vocational aspects of curricula. Several groups felt that if the IEP and the IWRP were made to be more congruent, the success of students transitioning from school to work might be enhanced. While there is no data to support the contention that the success rate would increase, it is almost assured that the provision of follow-up services would be better.

Finally, conference participants believed that vocational rehabilitation, as a human service system, needed to rethink its whole role, not just parts of its role. In fact, many participants indicated that the question "What is vocational rehabilitation?" needed to be addressed. It seemed to participants that vocational rehabilitation may need to consider new service-delivery areas because other disciplines (e.g., special education) have learned to do, and have done the things for which vocational rehabilitation has traditionally been responsible.

Vocational Rehabilitation and Vocational Education

Small group participants felt that vocational rehabilitation and vocational education should work together in a variety of ways. The primary way would be by providing information to vocational education about the abilities of persons with handicaps and how these persons can be served in the regular vocational educational setting with a minimum of disruption to ongoing programs. Additionally, vocational rehabilitation can provide vocational education with information about how to train individuals with disabilities, the labor market, the role and services of vocational rehabilitation, as well as the suggested information vocational counselors

should provide (e.g., job adaptations, and curriculum development). Finally, vocational rehabilitation can also provide vocational education information about partial participation in jobs. That is, individuals with disabilities may not be able to do the whole job but can do parts of the job. For example, an individual with disabilities may not be able to be a brick layer, but may be able to mix cement, or the individual with disabilities may not be able to be an auto mechanic, but may be trained to change tires and oil.

Information sharing between vocational rehabilitation and vocational education could be done on several levels: inservice, participation in the development of the IEP case conference, and cooperative exchange of information on an informal level. Participants felt that communication of information needed to go both ways; that is, while vocational rehabilitation could share with vocational education the techniques for vocational evaluation, vocational training, job market techniques, job analysis, etc., vocational education could share information regarding the services that vocational education offers in the programs that already exist, the information that these programs generate, the training techniques they use, and evaluation results that are obtained on specific students. While some participants felt that vocational education should be circumvented because vocational educators were not ready to work with individuals with handicaps, most participants felt that vocational education and vocational rehabilitation could work cooperatively. Thus, while vocational rehabilitation could still have primary responsibility for vocational guidance and counseling, job placement, referrals, and procurement of additional vocational training services, both could share responsibilities for evaluation, training and follow-up; and could act as liasons with business and indus-

try. Finally, participants believed that if a division needed to be made in the training responsibilities, vocational education should teach the technical skills involved in completing the job or producing the product and vocational rehabilitation should teach the work environment skills (i.e., attendance, punctuality, supervisor-worker interactions).

Vocational Rehabilitation and Special Education

Participants felt that one of the first things that had to be done to increase the cooperation between special education and vocational rehabilitation would be to get the rehabilitation counselor into the schools to see the model programs that exist for individuals with severely handicapping conditions. This experience would hopefully assist vocational rehabilitation counselors to better understand the capabilities and work potential of persons with severe handicaps. Additionally, special education has to make a concurrent change of becoming more vocationally oriented (especially at the early secondary level). Vocational rehabilitation could assist in this change by helping special education develop functional curricula that match the skills needed to function in the community. Cooperative efforts could be developed to: (a) obtain services and employment options in local communities, (b) develop clearer definitions of various disabilities that can be used by all service providers, (c) provide comprehensive vocational evaluation, (d) provide inservice to each other and other service providers, (c) jointly develop the IEP/IWRP, and (f) develop and implement the Individualized Transition Plan (ITP), especially if this component was not included on the IEP/IWRP. Vocational rehabilitation can also provide a variety of services to the special education teacher and the student in special education classrooms. Services to the special educator could include the provision of information about

the services that vocational rehabilitation can provide, how to access those services, and labor market information. Services to the student include the purchasing of services (e.g., training in a generic program) and equipment for the student, acting as a referral agent to and from other special vocational programs (e.g., summer training programs, JTPA, community college programs), vocational guidance and counseling, and job placement services.

Summary

In summary, small group participants believed that the majority of roles and functions could be served by any one of the three disciplines. Participants stressed the need to break down existing professional barriers, and to learn to work cooperatively toward the common goal of enhancing transitional success for individuals with disabilities. No one discipline has enough knowledge and skill to provide all the services that the transitioning student needs. All three disciplines need to share their respective expertise and knowledge with the other disciplines.

Collaboration for Transition Planning

During a second small group session, participants were asked to provide information regarding the coordination of transition services, curriculum/content areas for preservice and inservice education, and methods for enhancing collaboration at the local and university levels. This section describes participants responses.

Who Should Coordinate Transition Services?

Participants' opinions of who should be responsible for coordinating transition services varied widely. Some participants believed that vocational rehabilitation should coordinate the services after the student

left school, with the schools initiating the first contact. Other participants believed an independent case manager/advocate should coordinate the transition services, with the majority of individuals believing that the person responsible for the coordination of transition services should also be responsible for managing the ITP. The ITP would be written by the interdisciplinary team as part of the IEP for secondary students. Any member of the team could be named to coordinate the transition services. The rationale for this statement is based upon the belief that specific services for a student will vary by time, place, and circumstance and that the team would need the flexibility of being able to name the coordinator of transition services based on the current needs and abilities of the student. The individual who would be responsible might vary from state to state. Some states, such as Massachusettes, utilize a separate state agency to determine who is responsible for writing and implementing the plan. Many participants were concerned that this type of arrangement simply resulted in the creation of another state agency, and might also foster ownership problems with regard to who is assigned to coordinate the transition process.

Other participants felt that the special educator should be responsible for student identification and for obtaining the initial services for the student, as the school district still starts the IEP process. However, the process really depends on each individual student. There is a need to develop a set way to get a variety of agencies to work together. Additionally, as the student gets older and special education is out of the picture, there are still several agencies that must be responsible for the other end of transition. The responsible agency varies depending on the age of the student. Participants felt that the person who has the

paper work should be responsible for the coordination of transition services (the IEP contains the ITP, and the IWRP contains the ITP). Finally, a continuum of services could be provided with special education's responsibility decreasing as student ages and vocational rehabilitation's (or another agency's) responsibility increasing.

Curriculum/content Areas at Preservice and Inservice Levels

Regardless of who coordinates transition services, many participating persons will need educational experiences to prepare them for their role on the transition team. This has implications for curricula consideration at preservice and inservice levels. Participants believed that it was imperative to enhance communication/coordination between disciplines and the private sector. To achieve this end, participants indicated that vocational rehabilitation students should receive training in how to function as a member of an interdisciplinary team and how to manage resources (e.g., legal, monetary, human, community, educational). Additionally, students should be provided with information about the knowledge and use of home/living environments, public relations, advocacy, and marketing.

Participants identified a variety of specific areas for training. These 13 areas, described in Table 1, range from the provision of direct services (e.g., techniques for training and placement) to general interpersonal skills required for interdisciplinary coordination (e.g., negotiation, utilizing community resources). Additionally, participants felt that too many existing programs overemphasized counseling skills. While counseling skills are important, other areas need to receive emphasis if program graduates are going to meet the needs of the individuals they are to serve.

Table 1

Preservice and Inservice Training Areas

Developing community-based programming and functional curricula
- employer/industry information and related problems
- labor market trends and local labor market analysis
- job analysis and identification of job-specific and related skills
- career education and work demands
- job modification (restructuring, rehabilitation engineering).

Assessing the individual
- what to assess
- how to assess

Implementing training and placement services
- teaching career exploration and job seeking skills
- training and maintaining job specific, related, and independent living skills (including use of applied behavior analysis)
- techniques for counseling/guidance
- talking with employers
- negotiation and interpersonal skills
- use of community resources

Collaboration Between Programs at the Local Level and the University Level

As indicated above, the need for coordination and collaboration between service providers was seen as essential to enhance transition efforts. Several ways were described by participants to enhance collaboration at both the local and university level.

Local level. At the local level, participants suggested three general tactics to increase collaboration. These tactics included written products, interpersonal communications, and public relations.

Written products include the development of local written agreements via the development of transition plans, the publication of each agency's expectations related to transition, the development of a taxonomy of terms

to facilitate communication across disciplines, and the development of federal/state mandates for on-going transition programs.

Collaboration techniques at the interpersonal level include: (a) developing an informal task force, (b) establishing formal interagency agreements, and (c) developing incentives for local personnel to get together. Three other suggestions were made to facilitate collaboration through increased interpersonal communication. While the previous suggestions provide the vehicle for drawing the disciplines together, these three techniques, role reversal, networking, and reciprocal inservice require individuals to interact and share information. Most persons are familiar with networking and inservice within their own disciplines. Participants varied these ideas by suggesting cross-discipline networks and interdisciplinary inservices that allow for small group discussions. Additionally, small group participants carried the reciprocal inservice idea one step further by suggestion role reversal. Role reversal would be accomplished by having vocational rehabilitation personnel spend time observing in vocational and special education classrooms and educators spending time observing the vocational rehabilitator's job. Enough observation time should be allotted to allow each observer the opportunity to obtain a thorough understanding of the other's job.

Finally, participants suggested that a well-organized media campaign needed to be cooperatively developed to educate parents, communities and employers. Working together on such a project would help the various agencies to learn to work together, as well as become aware of the services each other has to offer.

University level. There are a variety of activities that can take place at the university (preservice) level that will enhance collaboration

at all levels. Suggestions revolved around course work, the delivery of that course work, the awareness of trainers at the preservice level, and the role of federal funding in the process.

Participants suggested that course work ought to include a core curriculum area in which all three disciplines (special education, vocational education, and rehabilitation) were brought together to both attend and develop/present. Additionally, the topics of transition, job sharing, professionalism, and professional security (not defined by participants) should be introduced within selected electives, core courses, or through infusion.

The awareness of preservice trainers was also a concern of the participants. It was suggested that university faculty needed to solicit and listen to information from consumers (i.e., parents, employers), and deans of colleges needed to get out to work sites to see the kinds of professionals needed for the transition process (This, hopefully, would enlist their aid in encouraging and facilitating "cross-training" across departments). Additionally, participants questioned if universities take the initiative to do inservice. If they do not, they should.

Finally, participants felt that states and federal governments should provide grants to fund university programs that are developed to encourage interagency collaboration. These programs should then be institutionalized after the soft money is depleted.

Summary

Several suggestions were made regarding who should coordinate the delivery of services. Generally, it appeared that participants believed that while the process was initiated by special educators, the team needed to designate a single individual based on the present and future needs

of the transitioning student. This individual could be any member of the team (e.g., special educator, vocational educator, rehabilitation specialist, mental health specialist). The identification of the transition coordinator has personnel preparation implications, regardless of which individual is selected to coordinate the transition effort. Primarily, inservice and preservice efforts need to be directed towards teaching existing and "in-training" professionals how to communicate and coordinate with one another. In addition, courses and workshops need to focus on functional programming and curriculum development; best procedures for teaching and maintaining student job and job-related skills; assessment of the individual with disabilities, specific jobs, and the community at large; job development, modification, and placement; and de-emphasis of traditional vocational counseling. The best way to prepare new "transition professionals" for their roles in the transition process must include a two-level approach. The first, at the local level, includes active efforts to increase communication between service providers. Written products, interpersonal communications, and joint efforts at public relations provide the vehicle for increased collaboration. At the second level, the University, participants suggested that engineering of course content and delivery of those courses, increased faculty awareness, and increased attention to the funding process of university programs would enhance collaboration at both the local and university level. Preparation of students via interdisciplinary training programs developed by committed, "aware" faculty would provide students with models and procedures for collaborating. These models and procedures may then be translated into use for local agency service delivery collaboration.

Conclusion

If one word were used to describe the primary role that vocational rehabilitation personnel needed to assume in order to enhance the transition process for handicapped youth, that one words would be collaboration. The collaborative theme permeated participant's discussions regarding primary services that should be delivered and was seen as an integral part of local and university involvement. Without collaborative efforts, services are likely to be duplicated, or worse, not delivered at all. In order for the transition movement to succeed, all professional roles, whether they be special education, vocational rehabilitation, or vocational education, will need to emphasis collaboration.

SECTION C

EXCHANGE/DISSEMINATION PRESENTATIONS

UNIVERSITY PRESERVICE

Dr. Jim Daniels
University of Texas at Austin
Austin, Texas

The University of Texas at Austin offers a doctoral level program that emphasizes course training in both special education and rehabilitation. Students are trained in both clinical and social change methodologies. Functional leadership skills in research, administration, and direct service are emphasized. The training goal is to produce generalists who can synthesize a diverse array of services and needs into holistic independence plans for students, families, and systems.

Dr. R. William English
University of Oregon
Eugene, Oregon

The University of Oregon offers a master's program in secondary special education, as well as providing K-12 certification. Additionally, a doctoral program in school-to-community transitions is offered to develop individuals for leadership positions in both public school and adult services programs, as well as university settings.

Dr. Thomas Fisher
University of Arizona
Tucson, Arizona

The University of Arizona undergraduate program in rehabilitation views the development of community experiences designed to meet manpower needs for handicapped youth as an essential component in its training program. Field work sites provide experience and training in service delivery roles. These roles are: (a) advocacy, (b) job development and placement, (c) understanding vocational rehabilitation and related services, (d) understanding disability, (e) interviewing, (f) case management, (g) report writing, and (h) use of community resources.

Dr. Art Hoernicke
Fort Hays State University
Hays, Kansas

The Fort Hays State Career/Vocational Program originated as a federally funded project designed to prepare specialists in career/vocational programming for the handicapped in rural areas. Currently the program has expanded its philosophy to include the training of all special education teachers as well as the career/vocational specialist. The current goal of the program is to prepare special education personnel at all levels to provide instruction to students with exceptionalities on how to lead independent, productive lives. The Fort Hays State Program is committed to reaching this goal through the development and growth of interagency cooperation to enhance the transition of students with exceptionalities

from school to the workplace. The internal processes include: infusion of career and vocational content into the Fort Hays Special Education programs, inclusion of career and vocational items in comprehensive exams, advisement of students on career and vocational programming, and consultation with public school and public/private agency teachers and administrators, and other service providers on career/vocational programming for individuals with exceptionalities.

Dr. Patricia Patton
San Diego State University
San Diego, California

San Diego State University provides a preservice personnel preparation program aimed at training service providers the competencies and skills needed for the vocational training and job placement of handicapped youth. Of special interest is a practicum experience which teams special educators and rehabilitation practitioners in the field.

Dr. Michael Peterson
Mississippi State University
Mississippi State, Mississippi

Mississippi State University offers a three-fold program: (a) Vocational Specialist for the Visually Impaired, (b) Rehabilitation Counseling/ Vocational Evaluation, and (c) Vocational Special Needs. The Vocational Specialist for the Visually Impaired Program trains professionals to function as rehabilitation counselors, vocational evaluators, or job placement personnel who have specific training with blind individuals. The Rehabilitation Counseling/Vocational Evaluation program trains individuals to function as vocational evaluators and rehabilitation counselors who understand how to implement transition/job placement. Finally, the Vocational Special Needs Program is an interdepartmental effort to prepare special educators and vocational educators of the handicapped. The program is a cooperative interdisciplinary program between rehabilitation, vocational education, and special education.

Dr. John E. Rabenstein
University of Connecticut
Storrs, Connecticut

The problems and difficulties experienced by many handicapped individuals transitioning from their public schools to community living and vocational experience is seen and handled by vocational rehabilitation counselors. Since the University of Connecticut has programs in both special education and rehabilitation services, it was a logical move to combine the two programs for a new type of professional. There are two tracks in the new master's program. A student with a bachelor's degree and teaching certificate in special education will take courses with an emphasis on rehabilitation and a practicum in a rehabilitation agency. An individual with a background in rehabilitation will take the courses necessary for

special education certification. Graduates of this program will have both pre- and post-transition knowledge and experience, and will provide an education-transition-work continuum for handicapped students.

UNIVERSITY INSERVICE

Dr. Carroll B. Coakley
University of Tennessee
Knoxville, Tennessee

The University of Tennessee has conducted a set of professional development workshops in three locations for teachers of special vocational programs. The topics concentrated on school-community relations. Various media persons and employees were brought in to work with the teachers on how to improve their program image in the community.

Dr. Valerie Ellien
New York University
New York, New York

The Employment Research and Training Center's inservice training program develops skills of rehabilitation professionals, and special educators in preparing disabled people for work. In addition, the program works closely with the business community. The curriculum integrates research and current practices covering such topics as labor market information, marketing, developing work-sites in the community, comprehensive assessments, and methods and materials for teaching basic related skills.

REGIONAL/STATE EDUCATION AGENCY INSERVICE

Dr. Morris C. Hansen
Utah Division of Rehabilitation Services
Salt Lake City, Utah

The Utah Division of Rehabilitation Services provides a multi-agency approach to train transition planning, networking, and service provision. Personnel in rehabilitation, education, health, social services, and employment service programs, as well as consumers are the targets for this training.

Diane Neville
International Center for the Disabled
New York, New York

The International Center for the Disabled provides short-term training for professionals working in rehabilitation facilities, schools, hospitals, and vocational-technical schools. The focus of training is vocational evaluation. New programs this year include work adjustment, transition from school to work, and the vocational implications of sensory impairment. This program is supported in part by a federal grant from RSA Region II (New York, New Jersey, Puerto Rico, and the Virgin Islands).

Tom Sechrist
Program Specialist
Gretna, Louisiana

MODAPTS is an industrial engineering method for analyzing and measuring work. This method provides personnel with a knowledge of performance standards, employer expectations, and other job characteristics so they can train or restructure jobs. The method may also be used by management to evaluate employee performance.

Dr. Marvin Tooman
Rehabilitation and Education Services Branch
Des Moines, Iowa

The Eleventh Institute on Rehabilitation Issues, held in June 1984, dealt with the topic "Continuum of services: school to work." The document produced from this institute examined the historical and legislative background, the process of transition, team building, dynamics of change, elements of change, and unresolved issues. This resource document will be described and discussed in terms of its use in the establishment of cooperative programs between special education, vocational rehabilitation, and vocational education.

Sherri Wallace
Iowa Commission for the Blind
Des Moines, Iowa

Direct services to deaf/blind Iowans are provided by VR counselors/ teachers, and independent living teachers. The deaf/blind specialist augments the staff by contributing consulting services. A primary responsibility of the specialist is to assist in the services provided to deaf/blind students, particularly those of priority age (16 to 22) in any of the state and/or public schools. Fragmented efforts of TRANSITIONAL PLANNING EXIST, but are in need of consistency, cooperation, and implementation. These issues were addressed as they pertained to Iowa, and as they were seen by one rehabilitation agency's attempt to mesh the perceptions and responsibility of education and rehabilitation.

John Whitaker
Department of Human Services
Nashville, Tennessee

The Tennessee "Transition from School to Work" program is a cooperative agreement between Vocational Technical Education, Vocational Rehabilitation, and Special Programs in Education. The rehabilitation aspects of the program include a close working relationship with the school systems, as well as with the state vocational technical system. Vocational assessment, vocational exploration, the Individualized Evaluation Program, and the Individualized Written Rehabilitation Program are used with our clients. Our training programs in 1984-85 emphasized six objectives:

(1) understanding the rehabilitation counselors role in the transition process, (2) review and evaluation of the interagency linkage-focus in Tennessee, (3) consideration of individualized, coordinated service delivery components, (4) understanding consulting by the rehabilitation counselor, (5) evaluation of vocational planning for service coordination during the school year and transition process, and (6) utilization of community resources.

TRANSITION PROGRAMS

Joseph M. Ashley
Project PERT
Fisherville, Virginia

The Postsecondary Education/Rehabilitation Transition (PERT) for the mildly mentally retarded and the learning disabled persons is a cooperative venture between the Virginia Departments of Rehabilitation Services and Education. The model is designed to provide a collaborative effort for planning services that lead to postsecondary options, and ultimately, employment. The project utilizes the expertise and resources of vocational education, special education, community rehabilitative services, and a comprehensive rehabilitation center. Each discipline, along with parents, is represented on the Model Implementation Team (MIT) in the local education agency and helps determine appropriate services necessary to achieve the vocational objectives identified for the student. The major component of the project includes identifying students in need of these services and developing an operations manual and training package to train school and rehabilitation personnel in the transition process.

Bruce C. Ferris
Vocational Rehabilitation
Tallahassee, Florida

The philosophy of Vocational Rehabilitation's Transition Program places the highest value on the worth and dignity of disabled youth. The program is firmly committed to fulfilling its responsibility to advocate for and develop the optimal potential of vocational rehabilitation's eligible youth. This philosophy is the guiding principle in all goals, objectives, and activities within the vocational rehabilitation operational plan for providing transitional services. Priority is given to serving individuals with severe emotional disturbance.

Carter Hamlett
Virginia Department for the Visually Handicapped
Richmond, Virginia

The Vocational Rehabilitation and Education Services Programs of the Virginia Department for the Visually Handicapped are jointly working on a project to access vocational education's local education agency curricula

for Virginia's legally blind high school population. The cooperation of the Virginia Department of Education has been secured, and was discussed.

Dr. Bert L'Homme
City Lights School
Washington, D.C.

This project, funded by the Department of Education, serves youth between the ages of 17-23 years with serious behavior disorders. To achieve the goal of employment and independence, the project offers an array of services including a Comprehensive Competencies Program, a psycho-educational curriculum, a clinical program, a work-study apprenticeship program, an alliance with local business leaders, and coordination with other public and private agencies. This program was described and evaluation data regarding the effectiveness of the first year was presented.

Kim Linduska
Des Moines Area Community College
Ankeny, Iowa

The Selected Training Received in Vocational Education (STRIVE) Program operates as a means to provide vocational training, independent-living skill training, and job-seeking skill development for mildly disabled students. These disabled students are tuitioned to a community college by their local school district, and are mainstreamed into regular vocational education programs. These programs are modified to compensate for the student's disability. The STRIVE program is jointly administered between the community college, Heartland AEA, and local school districts. The completion rate of STRIVE students is 90%, and the employment rate of STRIVE completers is 83%.

Pat MacDonell
Oregon Commission for the Blind
Portland, Oregon

The Oregon Commission for the Blind offers a summer work experience program designed to provide summer jobs to blind high school students throughout Oregon. One of the first transition programs nationwide, the program has been in existence for 10 years. Students have held jobs in the community as landscapers, daycare workers, receptionists, food service workers, and have also held jobs in many other occupations. The program also provides services for multiply handicapped individuals, adults or youth.

Delbert McEwen
Association for Retarded Citizens, Centre County, Pa., Inc.
State College, Pennsylvania

PROGRESS is a three year program sponsored by the Association for Retarded Citizens, Centre County and funded by the U.S. Department of Education. The project is intended to broaden the scope of vocational special needs education for individuals age 16-21 and prepare these youths to become productive members of the workforce. To accomplish this goal, PROGRESS links school vocational experiences with competitive employment in three ways. First, it ties on-the-job training to placement. Second, the project uses an analysis of the youth's job to establish curriculum goals that will be accomplished both on the youth's job and in school. Finally, the project staff use training procedures that ensure the gradual withdrawal of support as the youth becomes more competent on the job.

Ruthie Moccia
Bert Nash Community Mental Health
Lawrence, Kansas

The Transition Project combines the efforts of the mental health center, the public school, and the Institute for Research on Learning Disabilities to help young people explore careers and consider postsecondary training. The target population is between the ages of 16 and 22, and most have been diagnosed as having mild learning disabilities. Program participants are matched with a volunteer mentor from the community to guide them in the transition phase of going from high school and getting started in a career. Mentors go through a training program at the mental health center to give them skills in counseling, problem solving techniques, social skills, and transition resources.

Sue Pearson
University of Iowa
Iowa City, Iowa

Pat Duitscher
Handicap Village
Clear Lake, Iowa

The School to Work Project was designed to provide a smooth transition from school to work for 12 developmentally disabled students (mildly to moderately mentally handicapped) who were ready to graduate from high school. To accomplish this goal, the project worked with several agencies including: Summer Youth Employment, the area education agencies, local education programs, Job Training Partnership Act personnel, Vocational Rehabilitation, NIACC (community college) and other community based organizations. The intent of the program was to teach personal skills as well as to provide a wide variety of vocational experiences.

Dr. Marvin Tooman
Rehabilitation and Education Services Branch
Des Moines, Iowa

In November of 1984, the Iowa Transitional Advisory Board (ITAB) was formed. ITAB is an ad-hoc group representing state agencies, private

sector services, and individuals that impact on persons with disabilities in the State of Iowa. Goals for ITAB include: the establishment of the functions of ITAB, the identification of state level barriers to transition, and the development of an Iowa Transition Plan. These efforts to establish a statewide transition plan were discussed.

Brett Wilson
Wyoming Handicapped Youth Transition Project
Cheyenne, Wyoming

The Wyoming Handicapped Youth Transition Project (WHYTEP) is a joint project conducted by the State Planning Council on Developmental Disabilities and the State Division of Vocational Rehabilitation. WHYTEP is a three-phase project with the ultimate goal of increasing the employability of youth with handicaps from the ages of 16 to 21 prior to exiting the school system. Phase I of the project was a statewide data gathering/analysis effort to determine major obstacles to successful vocational transition. Phase II, currently in progress, consists of supporting demonstration activities designed to alleviate identified obstacles. Phase III will involve evaluation, policy recommendations for statewide change, and implementation of recommendations.

SECTION D

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The Role of Vocational Rehabilitation

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